Functional Skills of Children with Special Needs

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ABSTRACT

This study was about the functional skills of Children with Special Needs in Luray II National High School-Special Education Class. As a pioneering batch of SPED-High School, it has been very important that functional skills must be assessed and developed. The main objectives of the study were: determine the demographic profile of student; identify the strength and weakness along their functional skills; provide appropriate strategies based on identified weaknesses; and propose intervention activities that may improve student's functional skills. This study helped to improve the gap between the teaching and the application of information. It specialized on the cognitive and psychomotor abilities of Children with Special Needs by providing learning educational experiences which were visible, realistic and practical rather than abstract and hypothetical.

There were six students with their parents and one teacher-researcher collaborated in the involvement of the assessment and evaluation of children's functional skills. The questionnaires and checklist of functional skills were constructed to collect the information about functional skills tasks that the students were expected to perform.

The demographic profile of each student with special need was used for the assessment of functional skill. Weaknesses and strengths were determined through the checklist technique with the three performance levels. The parents were interviewed to gather basic information and to collect backgrounds about their child's functional skills. The instructional strategies and techniques were used to give interventions based on the performances of student's functional skills. The intervention activities was proposed and provided which may help the students and be used by the parents along their way.

As a result, according to the parents, they had benefited the program especially the assessment and the teaching interventions of functional skills. Through this, they could set future goals for their children.

The researcher concluded that based on the assessment on the condition of students with special needs, the use of intervention activities: Video Modeling, video Prompting and Vide Chunking are deemed very significant in developing the functional skills of the students.

1. THE PROBLEM AND ITS SCOPE
Rationale

The most essential educational concern and basic long term goal of Children with Special Needs (CSN) around the world is focused on child's ability to function on daily activities. Children with Special Needs need to learn Functional Academics that require them to perform skills based on his/her needs to develop activities that will help them become independent.

The need for Children with Special Needs (CWNs) acquire functional skills is a trend in global education today. The functional skills are tantamount in developing independent learners in the natural environment.

There are a lot of functional skills to be learned by the Children with Special Needs in the various settings. It can be at home or outside the typical and natural home venues. The skills that promote independence which can be easily applied in the daily living are expected to be maximized. In contradiction, there should be a minimal restrictions for those skills considered as less importance to the life of the child's existence. *This thinking led to the development of various "life skills curricula" programs.*

In the Philippines, educational services for children who have intensive support needs (including, for example augmentative communication systems, mobility supports, and curriculum modifications) were designed in the 20th Century on the basis of a medical model that argued that "different" learning functional skills and goals meant that different environments especially the daily living skills were needed to teach them which was based by the idea Baine, (2000) stated that "Functional Skills with high importance commonly performed by students with special needs always start at the natural home setting". Moreover, according to Bruner, 2012) emphasized that "Performing functional skills with as much as independence as possible can contribute to a person's meaningful participation". Special Educators, researcher and families have recognized the impact of exposure to do functional skills in the same educational experiences offered to children with special needs, and have learned how to provide quality instruction and intervention which are uniquely customized to maximize learning for students, including those who need the most intensive educational supports.

In Luray II National High School (day session), for almost two years of teaching the students with special needs, the proponent observed that the students had the difficulty to do the skills given such fact that their ages were beyond the normal high school. As integrated during the class hours, the proponent observed that it took a longer time with unsatisfying outcome where the students performed the functional skills which led him to initiate a study fitted to his confusions and concerns. And to confirm the doubts and to validate the observations, the proponent conducted a survey home- based activity with the presence of the parents, the mother to be particular about the functional skills of children with special needs.

The researcher chose to do the study for the reason that in doing so, hopefully, it would help the students be given an earlier intervention depending on the level of disability and difficulty in developing the children's functional skills.

The main goal of the study is to make and guide the Children with Special Needs become independent. In other words, the final target goal is to prepare and make them to be useful and functional regardless of their disabilities: emotional; intellectual; or physical or a combination of two or more disabilities. Independence and inter-dependence are the highest goals for the students. To make it clearer, these skills are considered as functional if the outcomes support the students' independence. For other Children with Special Needs, some skills may be learning how to prepare food, clean the house and communicate to people around him or her. For others, the skills may be learning how to ride a bus, buy in the supermarket or stroll in the park. This research categorizes the functional skills like academic functional skills, life skills, social skills and even community based learning skills.

But, primarily, the daily life skills are the main emphasis of this study as the most basic functional skills that the students acquire in the first few years in life in which these skills must be taught and be learned in a concrete and visible interventions like the Video Modeling, Video Prompting and Video Chunking.

Theoretical-Conceptual Framework

Learning new things always start at home. In fact, all begins to learn about the world around us through our connections with other people. The earliest instructions are with the parents and this time together is the foundation of the development of functional skills, cognitive and social communication skills which help the individual to be independent as possible. Through this, the latest enhancement in basic education of Children with Special Needs had been studied for functional skills, age appropriateness and independence as emphasized by Myreddi and Narayan (2008).

According to the principles of Baine (2010) stated that there are 2 types of functional skills. First, the skills frequently required in home, community, school, vocational or other environment. Secondly, skills with low frequency but with high importance like attending a funeral and witnessing a wedding ceremony which are occasionally happened. These skills are best taught through the use of Video Modeling, Video Prompting and Video Chunking. This study also uses some principles of behavioural approach in students' training of functional skills. These principles include: specifying goals, task analysis, teaching in step by step process especially the video modelling technique. These acquired skills would be necessary for independent living both inside and outside the home.

According to Charlop-Christy (2005), functional skills are carefully taught which must fit to the children's level of disability. It must be concrete and visible through the use of Video Modeling.

Furthermore, this research is anchored by the theory of Sigafoos (2007) through the applications of Video Chunking in which the Children with Special Needs be given other mean of intervention especially those who cannot view lengthy or whole video instead of breaking them down into smaller steps. The objective of the recent research extends the ideas of Sigafoos' Video Prompting as Children with Special Needs which are expected in a group home setting. These functional skills maximized independence, self-direction and satisfaction in the daily living.

Figure 1 shows the flow of the study which was commonly anchored by Charlop-Christy (2005), Sigafoos (2007) and Collin & Heward(2007) on how to implement and to teach functional skills.
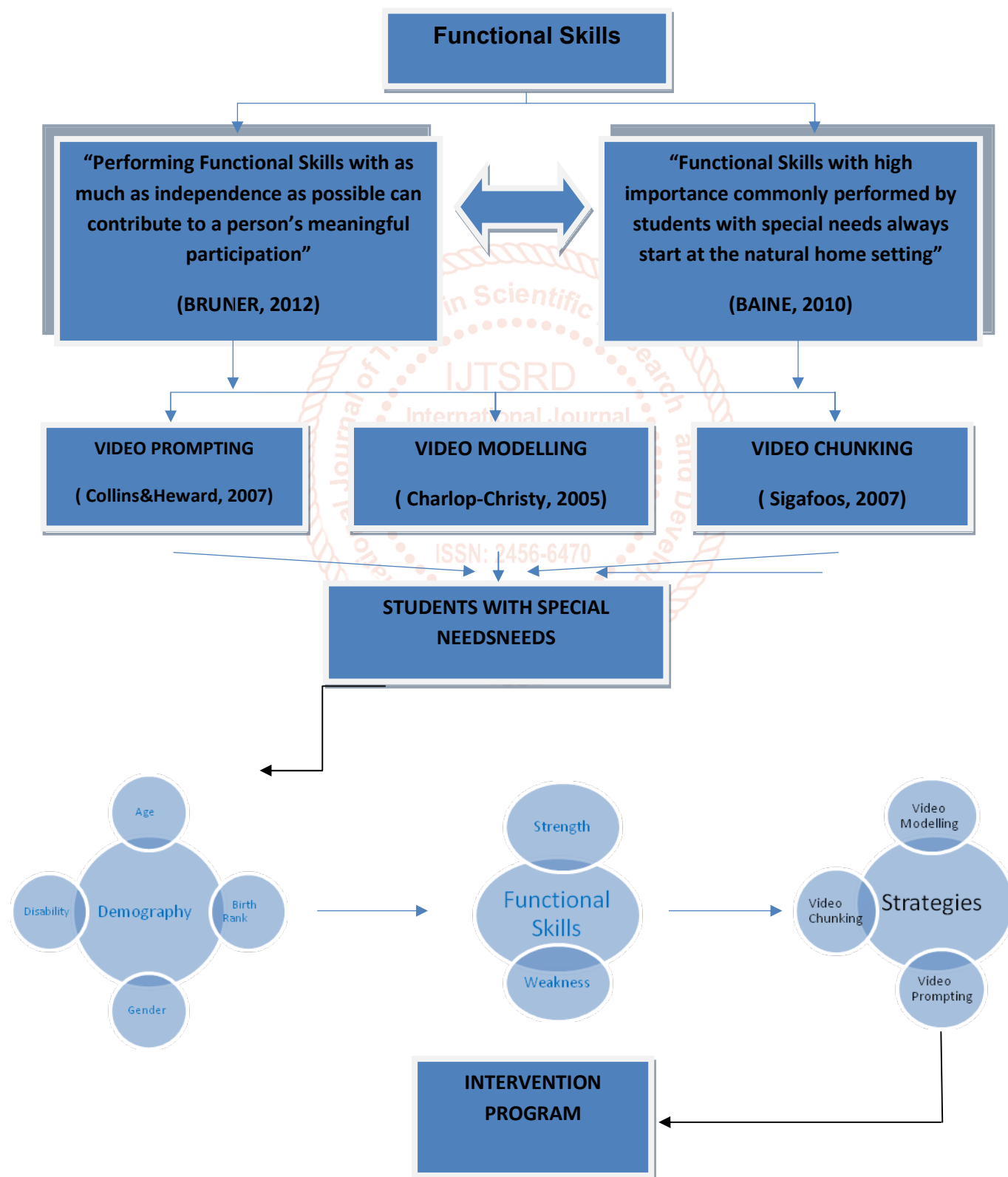

Figure 1.Schematic Presentation of Theoretical-Conceptual Framework of the Study

To perform the functional skills independently plays a valuable and meaningful role in every life if Children with Special Needs. The increase of independence of Children with Special Needs is identified to be the most essential goal and ultimate endpoint in their daily lives. The learning of functional skills to Children with Special Needs which aimed that the independence should be the top priority in their educational trainings.

The study was anchored by Charlop-Christy (2005) in his Video Modeling Theory. Video Modeling is an instructional intervention in which Children with Special Needs watch a video clip with someone who act out the step to show the target skills and follow the tasks they have watched.

Furthermore, this study had another proponent based on Video Prompting by Collins & Heward (2007). Video Prompting slightly differs from Video Modeling in which the whole target task was shown orderly into short units or each step of the skills. After ,the Children with Special Needs performed the step being viewed. He or she received a praise or cue if he or she is ready to perform the next step before moving on the next task.

The Video Chunking by Sigafoos (2005) was another strategy to prove that the step by step process could easily be attained and gained by the children.

There were six (6) children with special needs catered in this study. The demographic profile of each subject had identified: name; age; mental age; degree on impairment, onset of impairment; and parent's status.

In the first phase of the study, the researcher went to the house of each student to personally solicit the basic background and conduct a one-on-one interview with the parents. In that time, the researcher identified the functional skills with the use of checklist and a questionnaire. After, the researcher summarized the common functional skills difficult for them or couldn't do and needed a full assistance which would be used as the main focus of the study.

In order to identify the most effective and efficient teaching strategy, the researcher identified first the gaps based on the common functional skills. Basically, the gaps of functional skills were: family status; over-excitement; parents' denial; parents lack of trust and support; laziness; lack of self-esteem; and parents' negative mindset.

The next step was to identify the most effective and efficient teaching strategy to teach the common functional skills. The researcher chosen the video modelling by Charlop-Christy (2005), Video Prompting by Collins & Heward (2007) and video chunking by Sigafools (2007) as interventions in developing the functional skills of children with special needs. These strategies made the students with special needs easier, faster and better as to learn the functional skills.

According to the parents of the Children with Special Needs, the researcher found out that the Video Modeling and Video Chunking were very effective strategies in teaching functional skills. Though, not all activities in a particular skill were excellently performed, at le4ast by viewing from time to time as those were needed for the children with special needs was very accessible, comfortable and convenient. They discovered that the strategies were very interesting, exciting and fulfilling with their experiences had applied and implemented in real life.

Since not all functional skills had taught effectively, the researcher proposed a training program in which the children with special needs would be catered in a specific period of time.

The proposed intervention program's content were the following: student's name; skill; activities; gaps; intervention; mode of presentation; time frame; persons involved; and evaluation measures together with indicators of improvement.

Objectives of the Study
This study aims to assess the strategies utilized in the development of functional skills of children with special needs.

Specifically, it aims to:
1. determine the demographic profile of students;
2. identify the strength and weakness along their functional skills;
3. provide appropriate strategies based on identified weaknesses; and
4. propose intervention activities that may improve student's functional skills.

Significance of the Study
This research is a significant attempt in the society considering that Children with Special Needs become independent and more functional in the place where they live in. This study is also be beneficial to Children with Special Needs and Special Educator in intensive planning and teaching implementation where both have to make and gain effective learning experiences and outcome within their classroom setting particularly in various thoughts and ideas related to the use of efficient teaching techniques and teaching strategies. Through understanding, the educational concern and target goal of Children with Special Needs students and benefits of quality services were achievable whom these Special Educators and Children with Special Needs be

assured of a competitive advantages. Moreover, the parents of Children with Special Needs will be benefited in this study in which the students will be given interventions and become more functional in application the skills attained. Moreover, this research greatly promotes and provides recommendations on how to identify the functional skills and the strengths and weaknesses, appropriate strategies and intervention activities that may improve to the performance of the students for the betterment in a certain school as a whole.

Definition of Terms

The following terms are conceptually and operationally defined for better understanding in this study:

Demographic Profile is a statistical data of a person especially showing the average age, birth rank, and other basic background.

Children with Special Needs refers to those children with identified needs such as, health, physical, emotional or social or mental health conditions which requir early intervention, special education services, or other specialized supports.

Functional Skills was used to mean the daily living skills like grooming and hygiene, cleaning and laundry, eating and food preparation. Those skills of students with special needs must be assessed and intervened in order to live independently.

Strategies are the interventions used in assessing the development of functional skills which is implemented individually to children with special needs.

Weakness are the functional skills whom the Children with Special Needs cannot do independently and requires a full assistance and is used as the basis of the study.

Strength are the functional skills whom the Children with Special Needs able to do independently and he or she doesn't need help.

Improvements were the results after the implementations of the study and it was used to indicate that the study was successful.

Intervention Activities Program refers to a design in order to achieve the target goals. In addition, it was an advance plan which was carefully design to gain and reach the target behaviours in a specific period of time.

2. REVIEW OF RELATED LITERATURE

This chapter deals with review of related literature. The related ideas and concepts regarding the functional skills, strategies, and demographic profile

have been reviewed. Furthermore, the assessment of students with special needs; students with special needs and role of parents in implementing the study are also emphasized to make it more understandable and realistic.

In modern era, there a lot of Children with Special Needs aim to make their lives as convenient and comfortable as they wanted to by means of living independently.

Nowadays, they want to learn functional skills so that in the coming days, they are no longer dependent to other people surround them. Through learning those skills, they can apply into the real society, real environment, real outlet, and real world where they are concretely living. The natural home setting is the primary source of all learnings. From there, the Children with Special Needs start to explore functional skills which are available at home. The acquisition of skills depend on what kind of interventions or services fitted to the the levels of needs.

To perform the functional skills independently plays a valuable and meaningful role in every life if Children with Special Needs. The increase of independence of Children with Special Needs is identified to be the most essential goal and ultimate endpoint in their daily lives. The learning of functional skills to Children with Special Needs which aimed that the independence should be the top priority in their educational trainings.

According to the principles of Baine (2010) stated that there are 2 types of functional skills. First, the skills frequently required in home, community, school, vocational or other environment. Secondly, skills with low frequency but with high importance like attending a funeral and witnessing a wedding ceremony which are occasionally happened. However, in this study, primarily, functional skills in homes are strongly emphasized where in it will be expected to perform by the students with special needs. The integration of Bruner and Baine's functional skills attack the ideas as to how to live independently in accordance to its acquired tasks in the middle of the study.

The study was anchored by Charlop-Christy (2005) in his Video Modeling Theory. Video Modeling is an instructional intervention in which Children with Special Needs watch a video clip with someone who act out the step to show the target skills and follow the tasks they have watched. The functional skills are carefully taught which must fit to the children's level of disability. It must be concrete and visible through the use of Video Modeling.

Furthermore, this study had another proponent based on Video Prompting by Collins & Heward (2007). Video Prompting slightly differs from Video Modeling in which the whole target task was shown orderly into short units or each step of the skills. After, the Children with Special Needs performed the step being viewed. He or she received a praise or cue if he or she is ready to perform the next step before moving on the next task.

The Video Chunking by Sigafoos (2005) was another strategy to prove that the step by step process could easily be attained and gained by the children.

Training on Functional Skills

Functional skills training have become a major priority for Special Education specializing in the field of different disabilities and levels of needs. It maximizes the children's independency, self-direction, and satisfaction in every day to both school, home, and community. Skills are likely to be required in the future environment and also important for independent living. As explained by Gianreco, et.al, (2000), there are three categories of functional skills: first is Cross environmental activities; second is the environment specific activities, and lastly, sensory learning skills. Cross environment activities includes: socialization, communication, personal management, leisure and applied academic. Environment specific activities include: activities performed in home, school, and community and vocations. Sensory learning skills include visual, auditory, tactile and gustatory.

Social skills are most frequently thought of as a set of skills that allows us to exchange a few words and relate and socialize with others. Social skills include comprise of both verbal and non-verbal forms of communication (Cahron, 2003).

Wilkinson and Canter, (2002) developed the Social Skills training Manual. Which enlists some social behaviours, such as, greeting behaviours including hands shaking; bowing in front of the persons; smiling genuinely and happily; putting hands or palms in one's face; kissing on person's cheeks; hugging tightly depending on the closeness; saying "Hi" or "Hello". Social behaviour during conversation such as: standing or sitting on an appropriate to look into the eyes of other persons during; eye-contact (in some cultures is it appropriate to look into the eyes of other persons during the discussion- in other cultures this behaviour is unacceptable.

National Institute for mentally handicapped (NIMH), India, (2006), has specialized functional skills training program for Children with Special Needs: "Toward Independence Series 1-6". This training manual includes the areas of: self-care skills, communication-interactive skills, social awareness skills, psychomotor skills and academic skills. A checklist for pre-primary age children is given along with the curriculum for training. For each task, a task analysis is made and steps for training are given. Suggestions for extending training in home and community situations are also given.

Connor (2008) developed a training program for Children with Special Needs -entitled: "Moving Ahead". The manual has five parts discusses cerebral palsy and how it affects the whole development of the child. It also describes the early development of the normal child. In particular, this part stresses the inter-relationships of all aspects of the child's development and should be seen by the caregiver as an unified holistic sequence. Second part, explains how we can achieve and sets the groundwork for their actual implementation. The Conducive Education as prefere4d by the manual approach is used for training. Third part of the manual deals with setting goals and takes the child step through the implementation process. It also spells out how the caregivers can structure the day for the child. Fourth deals with the task series. The task series presented in the manual are basic, and on the whole are common to the most children with motor disorder.

The fifth part deals with how to tackle the certain problems, which may arise, during the training. Although two children are not same but their functional requirement are the same. Information regarding special furniture and other teaching aids, songs, and games have also provided in the manual. The training program material activities and teaching methods is suggested in NIMH, Wilkinson, Canter and Connor were used for functional skills training of the children in this study.

Methods for the Training of Functional Skills

Behavioural Approach is based on the behaviour modification and applied behaviour analysis. This study uses some principles of behavioural approach in children's training of functional skills. These principles include: specifying goals, task analysis, teaching in small steps, rewards, chaining, prompting, etc.. Behavioral approach is the best for training the functional skills of children with intellectual disability (Baine, 2000. Some important principles of this approach are referred below:

Prompting is a technique used to help the Children with Special Needs to get a correct response. It is a technique of feed backing reinforcements to guide children to learn a specific skills (Peshawaria and Venkatesan, 2002). Prompt is a guide to facilitate and help a child complete target behaviour in a most

desirable style (Baine, 2000). For example: if a child is unable to eat food himself, his father or mother may help him/her in eating food by giving appropriate prompt. There are many types of prompts: verbal, physical, modelling, and positional prompts are a few. A verbal cue to help the child to perform required behaviour. It is also called additional instructions. For example, you say- "What is this?". Then you answer- "glass" and then the child says "glass". Clueing helps to perform behaviour with only verbal or gesture hints such as "open", "look". For example, a child can be taught the name of vegetables through picture, after showing the other picture of vegetables, the teacher may help the child by saying, "potato".

Fading is a process of gradually reducing the strength of the prompt in which the Children with Special Needs learn to perform the skill, the conditional prompt is slowly faded. For example, ifa child learns how to eat food, slowly mother reduces assistance and let the child to eat independently.

Shaping refers to developing behaviour in each children with special need. This is measured through successive approximations of behaviours are rewarded to achieve desired behaviour. In shaping approximation of actual behaviour is also awarded. If a child tries to perform a part of taught behaviour, he/she is rewarded. For example, parent ask the child to hold the glass and if the child brings his/her hand closer to the glass, the child is rewarded by the parents saying, "Good boy". Shaping is used when desire objective is too large or complicated and child to unable to perform simply (Baine, 2000).

Modeling is a visual prompt and a method of teaching by demonstration. In this method, teachers/parents provide model of target behaviour and then ask the child to imitate the modelled behaviour. For example, if a child is unable to open button, mother demonstrates how to open the button then let the child to imitate to open the button (Peshawaria and Venaktesan, 2002).

Chaining refers toa sequence of steps, which help to perform a behaviour. Every skill which is to be taught should be broken down into smaller segments, which is called task analysis. Linking different steps of the task is called chaining. For example, if a child with Special Needs wants to learn how to bath. The mother breaks the activity into steps. For example, in the first step, mother trains the child how to open the tap. Then train him/her how to apply soap on body, etc.. The chain steps can be taught by using different ways: 10 Forward Chaining: Instructions continue at the completion of chain steps, and 2) reverse Chaining: When the last step is taught first and the first at the end.

Reward refers to the situation which happens after a task occur again in future is called "reward" (Pshawaria and Venkatesan, 2002. P. 76. For example, if a child performs a desire task, mother says, "Excellent" or gives him/her a sweet. This is called as reward. Reward is something which a child likes. There are many types of rewards used in training of children with intellectual disability such as 1) primary rewards which includes tea, ice cream, chips, etc., 2) Material rewards includes flowers, ball, dolls, etc., 3) social rewards: smile, praise, etc., 4) activity rewards includes playing games, watching TV, going out for a picnic, etc., and token reward includes good remarks on paper or copy, giving a star, etc..

Role of Parents in Training of Children with Special Needs

The parents portray an essential part of assessment and evaluation of Children with Special Needs. They have many involvements especially to the processes where in it is related to the development and evaluation of the children. Moreover, the parents have enough knowledge and detailed information that can easily determine the signs and symptoms of the actual needs. In fact, they can give various basic background development of functional skills of their children. Furthermore, parents also shares collective ideas and observations of the performance of the Children with Special Needs. There are some initial indoor meetings with parents conducted to discuss the assessment results and findings which guide to develop the management/teaching plan. To fully understand the implementation of the management/teaching plan, the cooperation and participation of parents are very helpful.

In the educational services of Children with Special Needs, the parents are the main source to identify the behaviours of the daily living and they can be there at all times as long as their interests meet the needs of the children. The constitutional law (Public Law 94-142, the "Education For All Handicapped Children Act") indicates the concern and value of parent especially the development of the Individual Education Program (IEP)of Children with Special Needs. Several researches available which show not only the better outcome of parents' participation in early intervention program and home learning environment but also in other outreach training programs for children (Newman, 2005).

Keeping in touch about this view, it recommends that it is necessary to provide some training programs and parents should be engaged and encouraged to participate and cooperate in the quality education of their Children with Special Needs. Parents'

cooperation and participation in the basic educational target goals of their Children with Special Needs provides an enhancement in child's outcome (Karnes and Taska, 2005). According to Bruner (2005) parents are the key teachers where in the learnings are originally come from them aside from the parents, socializing agents where they help to initiate a conversation to family members and to the people around them living in the same society and caregivers for their children who are always there especially about the health conditions are concerned during early years. James (2006) highlighted the role of parents of Children with Special Needs as they are well aware and well oriented of many well-rounded and informative ideas of their children's current situations. Drew (2002) advocacy that parents' involvement is very necessary in each stage of intervention.

Reasons for Involving Parents

There are a number of reasons for involving parents in assessment and education of their children with intellectual disability. These are summarized below:

Learning skills with the use of games is highly recommended for Children with Special Needs. Parents are the best players to play different games with them.

External reinforcements are the positive starters of desired behaviour and parents of children with Special Needs are the most responsible giver in their daily living.

Parents are always keeping in touch with health workers and other professionals working in Basic Health Units (BHU) in rural areas for health proper guidance and supports and services they can offer for their Children with Special Needs.

In this study, parents were involved at every single stage of program development and implementation. Parents were provided training in behavioural approach and techniques which they used in teaching their children.

The Importance of Assessment

In the real world of Special Education, the assessment of the Children with Special Needs is the most critical and absolutely essential to identify the ability and levels of either academic skills, social communication skills, functional skills or even the motor skills. The Children with Special Needs determine its strengths, weaknesses and progress where in these people have the huge responsibility to the obligations given by them and they are the parents, teachers, specialist and counselors who are in one way or another collaborate to each other just to identify the multiple assessments.

Assessments basically often include different prepared tests, this can be either standardized or criterion-referenced. These are the tests which includes experiential and real observations whom an educator or teacher carefully write while the Children with Special Needs work on given tasks from simple to complex. Consequently, various assessments that are compulsory required to the different Special Education centers which help the specialists recognize the child whether he or she needs for educational services. And if it happens, the next move is to identify to what types of educational services which will suit in order to support a child's developmental interventions.

There are most basic assessments in Special Education which includes the following:

Individual Intelligence Tests is the test used for a man to man assessment. This means that the child is asked for personal test relating only to herself or himself.

Wechsler Intelligence Scale is a test administered by a School Psychologists for which commonly evaluate a child's intellectual ability in a different of aspects in life.

Group Intelligence Test is a test administered by the general education classroom. This kind of test initiate the idea that the child might have learning disability. Moreover, the test has two purposes, to measure the the academic performance and to check the child's cognitive level.

3. RESEARCH METHODOLOGY

This chapter deals with the methodology of the study according to the research design, subjects and respondents, research environment, research instrument, data gathering procedure, statistical treatment of data and statement of hypothesis. In Luray II National High School – Extension School for special education in Luray II, Toledo City.

Research Method

The study of the functional skills of students with special needs utilized the descriptive-survey method by firstly, identifying the basic background of the students, determining their functional skills using the checklist, identifying the demographic profile of parents and interviewing them, identifying the efficient and effective teaching strategy; and implementing the teaching strategy to the students with special needs.

Descriptive-survey method was the most effective and appropriate method in finding out what significant factors affect to the functional skills of students with special needs.

Subjects and Respondents

The researcher used the purposive sampling in choosing the subjects of the study. The researcher used his students with ages ranging from thirteen (13) being the youngest to twenty-five (25) as the oldest.

The Subjects of the Study

Name of School	Male	Female	Total
Luray II National High School (day session)	3	3	6

Based on the 1st table shown, the study of the subjects were six students with special needs which included three 3 boys and three 3 girls. . All of these students were educable. They can easily response to their peers. Furthermore, they have already experiences to work and mingle with other people limitedly like other regular students- and that depends on how they understand and interpret the situations.

The Respondents of the Study

The respondents of the study were all one (1) teacher and six (6) parents with a total of seven (7) who come from different barangay in Toledo City whose sons and daughters study in Luray II National High School-Special Education Class. Two (2) of them were professionals and the other four (4) lived with regular income and lifestyles.

Table 1 The Subjects of the Study

Name of SPED School	Teacher	Parent	Total
Luray II National High School (day session)	1	6	7

Accordingly, on the given data, there were six chosen respondents in the study who were very supportive and participative to gain and discover the things and means to intervene and supplement the needs of their sons and daughters. There was one SPED teacher and at the same time the researcher as well who was personally handling these students. Moreover, the researcher found some encouragements and better feedbacks to implement the study effectively and efficiently. The respondents also gave positive encouragements, full assistance and straight-forwarded guidance and helped as much as they can to find great ways and means for the development of functional skills both in school, home and community.

Research Environment

Luray II National High School (day session) was actually an Extension School for Special Education Class for High School. Originally, South City Central School is the main SPED Center in the Division of Toledo City. It was just a meter away from the researcher's station. Luray II NHS was the only school accepting High School for Special Education where the study was conducted since this was where the researcher currently connected with. It was located in Luray II, Toledo City. The Special Education Class had only one teacher handling eight (8) students for Grade 7, five (5) for Grade 8 and one (1) for Grade 10. The teacher-researcher handled Multi-Grade students. It was supervised by one (1) School Head with one (1) Assistant School Head. For now, the services it offered were Hearing Impairment and Learning Disability. The school provided equal opportunities and privileges to the students with special needs preparing them to be useful and functional in the actual community participation, the implementation of mainstreaming as well as inclusion who were ready to be in the regular classroom setting.

Research Instruments

The researcher used the collective ideas of two proponents: Baine (2010) and Bruner (2011). Since the researcher was also the teacher of the participants, the researcher had chosen and picked the most useful skills from the two proponents and modified the checklist to gather data pertinent to the research information. The researcher carefully added and changed the localized functional skills related to the natural home setting. The following items on the questionnaire were utilized, adopted and modified. The tools were answered by the parents and the students with special needs. These were the questionnaires and checklists for functional skills of students, respondents' profiles, and subjects' profiles. The items were extremely separated and integrated as possible to suit the present study. Primarily, these were evaluated by the Dr. Joana Dejino, the Coordinator of South City Central School- Special Education Center. Moreover, to make it more reliable, these were pre-validated by other elementary SPED teachers and Regular teachers who were not the respondents of the study to fit the level of the participants. Most importantly, the checklists and the questionnaires were carefully checked by the adviser, Dr. Joseph Sol T. Galleon fir his final validation and approval.

There were three phases of the study. The first phase was answered by the six (6) students with special needs. The contents are the basic background and profile of the subjects such as name, age, address, onset of impairment, degree of impairment and birth rank. After, the subjects answered together with the assistance of the parents about the checklist prepared by the researcher. These were the items on functional skills and each item was emphasized to be the main focus. The following headings were dressing, food preparation, grooming and hygiene, and cleaning and laundry.

The contents of the checklist had three evaluation options: (1) if the child can't do and requires full assistance, (2) if the child can partially do and need some help, (3) if the child can do independently and does not require any help.

The researcher consolidated the results and focused on functional skills with "Can't do. Requires Full Assistance". The main focus of the researcher was the most numbered or most checked of functional skills under the first option.

The second phase of the research was carefully answered by the parents of the Children with Special Needs to determine participants' parents educational attainment, occupation, combined family monthly income and immediate caretaker, if there is.

The third phase was the interview session together with the cooperation of the parents to supplement the information collected. The questionnaires used was based on Baine, (2011). However, there was a modification of form of lists of the questions for more understanding and meaningful gathering of information.

Data Gathering Procedure
In order to gather the data, the researcher provided a letter of permission to conduct the study in Luray II National High School –Special Education Class. Though, it was the same station where the researcher was currently teaching, yet, the school head's permission was very essential. Furthermore, a letter asking the parent's consent to conduct this study was also sent.

Observations were done by the researcher on the six subjects and interviewed six respondents in the school during a typical within five days a week.

There were three phases of the study. The first phase was answered by the six (6) students with special needs. The second phase of the study was carefully answered by the parents of Children with Special Needs to determine the participants' parents educational attainment, occupation, combined family monthly income and immediate caretaker, if there is. The third phase was the interview sessions together with the cooperation of the parents to supplement the information collected.

There were three (3) effective strategies used and chosen in this research: Video Modeling, Video Prompting and Video Chunking. The three (3) interventions were applied and implemented individually to the student with special needs according to the degree and level of needs. However, there were few who had the same tool in their development process.

The researcher used three (3) effective and efficient strategies interrelated to each other. In fact, each strategy shown its various efficacy as it was used in the implementation individually to the children with special needs.

Video Modeling was the primary instructional intervention. For the students who had a mild impairment, disability, it was easy for them to perform the target goal using the video modeling. In the modeling procedure, they had two options: the video or the live modeling. In this way, the researcher applied first the video and if the subject could not do and follow the whole goals, the live modeling will be practiced.

Moreover, the parents observed that in the middle of the development, they could say that Video Modeling had been the most established instructional tool and provided beneficial effects to them especially if they were not around.

Meanwhile, Video Prompting involved the children to watch each step or task in the chain and given a time to perform the step before advancing to the next task. This was eventually what had happened to the three subjects. Since they were in moderate to severe levels and difficulty to understand sign languages or few words spoken, the most suitable strategy for them was the Video Prompting and Video Chunking. There were indications that these strategies become more effective for some children with special needs who have difficulty watching lengthy videos which needed to be chunked step by step. Furthermore, the children with special needs using the VP and VC acquired skills easily, minimized errors, and ensured correct responding.

As the researcher interviewed the parents, concretely, they found out that Video Prompting and Video Chunking strategies were more useful for their students with moderate and severe disabilities because each child performed each step individually and immediately and after viewing each step, he or she had an opportunity to practice and receive feedback before moving.

In general concept, both strategies contributed a big help and assistance in the rehabilitation and implementation of children with special needs.

4. RESULTS AND DISCUSSIONS
This chapter presents, analyzes, and interprets the data on functional skills of children with special needs. The data were presented according to the following aspects: demographic profile, strengths and weaknesses along their functional skills; appropriate strategies based on their weaknesses; and intervention activities that may provide the student's functional skills.

Demographic Profile of Children with Special Needs

The demographic profile of children with special needs was based on student's name, age, birth rank, gender, and parents' employment status. Each student was evaluated by the result of medical assessment and school-based records.

Table 3 Demographic Profile of Students with Special Needs

Student	Chronological Age	Birth Rank	Onset of Disability (Since birth or Accident)	Gender	Parents' Employment
A	23	Youngest	Since Birth	Male	Unemployed
B	14	Eldest	Since Birth	Female	Employed
C	18	Eldest	Since Birth	Female	Unemployed
D	18	Youngest	Since Birth	Female	Unemployed
E	25	Middle	Since Birth	Male	Unemployed
F	18	Youngest	Since Birth	Male	Employed

Table 3 presents that there were six (6) students with special needs participated in the study which constituted of three male and three female. The range of the participants' age was from fourteen (14) as the youngest to twenty-five (25) years old of age as the eldest subject. Majority of the subjects were the youngest, two of them were the eldest and only one as the middle child. Moreover, all of the students were since birth as the onset of disability. Their parents' employment status had been also a factor in their background to perform the functional skills. To add more qualifications, the participants were evaluated using the following qualifications: had a support plan to increase daily living skills; could watch a video independently; had a disability; able to walk; and had motor coordinations.

Functional Skills of Children with Special Needs

As part of the main goals of this study, the functional skills of children with special needs was conducted by means of checklist survey with the assistance of parents. The items in the checklist were emphasized and specifically categorized by skill: dressing; eating and food preparation; grooming and hygiene; cleaning and laundry; and social communication. The researcher carefully asked the parents of each skill if the student can perform or not. For the checked (/) activities, the researcher asked the student to perform the skills for validation and confirmation. For the unchecked activities, the researcher asked some reasons as to why the student could not do the activities. The researcher focused on the unchecked activities which were the main focus of the study. After, the consolidation of all checked and unchecked functional skills followed.

These were the outcomes of the intensive survey and thorough interviews with the family. Each subject's result was assisted, confirmed and validated by the parents- the mother to be specific.

Table 4 Consolidated Functional Skills of Students with Special Needs

Levels of Students	Dressing	Eating and Food Preparation	Hygiene and Grooming	Cleaning and Laundry	Social Communication
Cannot do. And requires full assistance.	0	3	4	4	6
Can partially do and needs some help.	0	2	1	1	0
Can do independently and does not require any help.	6	1	1	1	0

Note: The numbers written in the column per skill represent the result of number of students with special needs as they perform the skill given to them.

As reflected in the table, there were levels of the students as they performed the functional skills. For the dressing, all of the subjects could do independently and did not require any help. For the eating and food preparation, there were three subjects who could do independently and did not require any help in some activities, two of them could partially do in few activities and only one subject can do by himself and does not require any help. For hygiene and grooming, majority of the subjects who could not do and required a full assistance. For cleaning and grooming, four of the subjects who could not do and required a full assistance. For social communication, all subjects could do independently and did not require any help.

Strengths and Weaknesses along their Functional Skills

The researcher carefully asked the parents of each skill if the student can perform or not. For the checked (/) activities, the researcher asked the student to perform the skills for validation and confirmation. For the unchecked activities, the researcher asked some reasons as to why the student could not do the activities. The researcher focused on the unchecked activities which were the main focus of the study.

Not all functional skills listed in the checklist were achievable but the children with special needs. With this, the researcher took a thorough observation and intensive interview for the possible reasons as to why they couldn't do such target goals in a particular skill. There were six (6) major skills and the researcher separated each as to which were from "Can do independently and does not require any help" as the strength and "Can not do independently and require a full assistance as the weakest.

Table 5.a. Strengths of Student A's Functional Skills

Students	Activities
	Dressing:

Dressing:
Removes pants (does not include unfastening)
Puts on pants (does not include fastening)
Puts on socks
Puts on a pullover shirt
Puts on a jacket
Puts on shoes (does not include tying)
Threads a belt
Buckles a belt
Zips up a zipper once it is started
Buttons by self
Starts a zipper
Ties shoes
Hangs up clothes
Puts dirty clothes properly
Wears clothes that are clean and wrinkle free
Selects clothes that fit
Selects clothes that match
Selects age-appropriate clothes
Selects clothes appropriate to weather
Selects clothes appropriate to context

(Student **A** is listed in the Students column beside the Dressing table.)

Eating / Food Preparation

Eating / Food Preparation
Drinks from glass
Eats with spoon and fork
Eats with plate
Spreads butter on bread with spoon
Cuts vegetable with knife
Sets table properly
Clears table properly
Gets own snack
Prepares breakfast
Stir a juice from a pitcher
Makes sandwich
Cooks prepared food like fried egg or fried fish
Uses measuring cups and spoons in a glass of milk
Uses pot in heating frozen foods including snacks
Stores leftover foods properly
Discards spoiled food properly
Puts groceries properly
Identified boxed/canned food using label

Grooming and Hygiene

Uses toilet and toilet paper
Washes and dries hands
Washes and dries face
Talk shower independently
Uses deodorant
Washes and rinses hair
Washes and rinses body in bath or shower
Dries self after bathing
Brushes teeth
Shaves (if appropriate)
Applies makeup (if appropriate)
Combs and brushes hair
Trims fingernails/toenails
Uses tissue to blow nose
Uses feminine hygiene products appropriately

Cleaning and Laundry

Puts toys away
Make own bed
Clears table after eating (puts dishes in sink and garbage in wastebasket)
Takes out trash
Dusts
Sweeping (inside & outside)
Washes windows or mirrors
Cleans sink Cleans toilet
Washes and dries dishes
Measures soap
Separates clean from dirty clothes
Sorts light from dark clothes
Loads washing machine (knows what setting to use)
Folds clothes neatly
Puts clothing away appropriately
Hangs up clothes neatly

Based on the table shown above, Students A in his dressing, he could do independently and didn't require any help to almost all items. For the eating and food preparation, he could do independently and didn't require any help in all items except uses a can opener; follows recipe; and uses oven. For the grooming and hygiene, he could do independently and didn't require any help in all items. For the cleaning and laundry, majority of the items in which he could do independently and didn't require any help.

Table 5.b. Strengths of Student B's Functional Skills

Students	Activities
B	Dressing:

Removes pants (does not include unfastening)
Puts on pants (does not include fastening)
Puts on socks
Puts on a pullover shirt
Puts on a jacket
Puts on shoes (does not include tying)
Threads a belt
Buckles a belt
Zips up a zipper once it is started
Buttons by self
Starts a zipper

Ties shoes
Hangs up clothes
Puts dirty clothes properly
Wears clothes that are clean and wrinkle free
Selects clothes that fit
Selects clothes that match
Selects age-appropriate clothes
Selects clothes appropriate to weather
Selects clothes appropriate to context

Eating / Food Preparation

Drinks from glass
Eats with spoon and fork
Eats with plate
Spreads butter on bread with spoon
Cuts vegetable with knife
Sets table properly
Clears table properly
Gets own snack
Prepares breakfast
Stir a juice from a pitcher
Makes sandwich
Cooks prepared food like fried egg or fried fish
Uses measuring cups and spoons in a glass of milk
Uses pot in heating frozen foods including snacks
Stores leftover foods properly
Discards spoiled food properly
Puts groceries properly
Identified boxed/canned food using label

Grooming and Hygiene

Uses toilet and toilet paper
Washes and dries hands
Washes and dries face
Talk shower independently
Uses deodorant
Washes and rinses hair
Washes and rinses body in bath or shower
Dries self after bathing
Brushes teeth
Shaves (if appropriate)
Applies makeup (if appropriate)
Combs and brushes hair
Trims fingernails/toenails
Uses tissue to blow nose
Uses feminine hygiene products appropriately

Cleaning and Laundry

Puts toys away
Make own bed
Clears table after eating (puts dishes in sink and garbage in wastebasket)
Takes out trash

Dusts
Sweeping (inside & outside)
Washes windows or mirrors
Cleans sink Cleans toilet
Washes and dries dishes
Measures soap
Separates clean from dirty clothes
Sorts light from dark clothes
Loads washing machine (knows what setting to use)
Folds clothes neatly
Puts clothing away appropriately
Hangs up clothes neatly

Table 5.b shows that Student B could do independently and didn't require any help to all items in dressing. For the eating and food preparation, she could do independently and didn't require any help in all items except uses a can opener. For the grooming and hygiene, he could do independently and didn't require any help in all items. For the cleaning and laundry, majority of the items in which he could do independently and didn't require any help.

Table 5.c. Strengths of Student C's Functional Skills

Students	Activities
C	Dressing:

Removes pants (does not include unfastening)
Puts on pants (does not include fastening)
Puts on socks
Puts on a pullover shirt
Puts on a jacket
Puts on shoes (does not include tying)
Threads a belt
Buckles a belt
Zips up a zipper once it is started
Buttons by self
Starts a zipper
Ties shoes
Hangs up clothes
Puts dirty clothes properly
Wears clothes that are clean and wrinkle free
Selects clothes that fit
Selects clothes that match
Selects age-appropriate clothes
Selects clothes appropriate to weather
Selects clothes appropriate to context

Eating / Food Preparation

Drinks from glass
Eats with spoon and fork
Eats with plate
Spreads butter on bread with spoon
Cuts vegetable with knife
Sets table properly
Clears table properly
Gets own snack
Prepares breakfast
Stir a juice from a pitcher
Makes sandwich

| Cooks prepared food like fried egg or fried fish |
| Uses measuring cups and spoons in a glass of milk |
| Uses pot in heating frozen foods including snacks |
| Stores leftover foods properly |
| Discards spoiled food properly |
| Puts groceries properly |
| Identified boxed/canned food using label |

Grooming and Hygiene

| Uses toilet and toilet paper |
| Washes and dries hands |
| Washes and dries face |
| Talk shower independently |
| Uses deodorant |
| Washes and rinses hair |
| Washes and rinses body in bath or shower |
| Dries self after bathing |
| Brushes teeth |
| Shaves (if appropriate) |
| Applies makeup (if appropriate) |
| Combs and brushes hair |
| Trims fingernails/toenails |
| Uses tissue to blow nose |
| Uses feminine hygiene products appropriately |

Cleaning and Laundry

| Puts toys away |
| Make own bed |
| Clears table after eating (puts dishes in sink and garbage in wastebasket) |
| Takes out trash |
| Dusts |
| Sweeping (inside & outside) |
| Washes windows or mirrors |
| Cleans sink Cleans toilet |
| Washes and dries dishes |
| Measures soap |
| Separates clean from dirty clothes |
| Sorts light from dark clothes |
| Loads washing machine (knows what setting to use) |
| Folds clothes neatly |
| Puts clothing away appropriately |
| Hangs up clothes neatly |

Table 5.c. presents that Student C in his dressing, she could do independently and didn't require any help to almost all items. For the eating and food preparation, he could do independently and didn't require any help in all items except uses a can opener; follows recipe; and uses oven. For the grooming and hygiene, he could do independently and didn't require any help in all items. For the cleaning and laundry, majority of the items in which he could do independently and didn't require any help.

Table 5.d. Strengths ofStudent D's Functional Skills

Students	Activities
D	Dressing

Dressing
Removes pants (does not include unfastening)
Puts on pants (does not include fastening)
Puts on socks
Puts on a pullover shirt
Puts on a jacket
Puts on shoes (does not include tying)
Threads a belt
Buckles a belt
Zips up a zipper once it is started
Buttons by self
Starts a zipper
Ties shoes
Hangs up clothes
Puts dirty clothes properly
Wears clothes that are clean and wrinkle free
Selects clothes that fit
Selects clothes that match
Selects age-appropriate clothes
Selects clothes appropriate to weather
Selects clothes appropriate to context

Eating / Food Preparation

Eating / Food Preparation
Drinks from glass
Eats with spoon and fork
Eats with plate
Spreads butter on bread with spoon
Cuts vegetable with knife
Sets table properly
Clears table properly
Gets own snack
Prepares breakfast
Stir a juice from a pitcher
Makes sandwich
Cooks prepared food like fried egg or fried fish
Uses measuring cups and spoons in a glass of milk
Uses pot in heating frozen foods including snacks
Stores leftover foods properly
Discards spoiled food properly
Puts groceries properly
Identified boxed/canned food using label

Grooming and Hygiene

Grooming and Hygiene
Uses toilet and toilet paper
Washes and dries hands
Washes and dries face
Talk shower independently
Uses deodorant
Washes and rinses hair
Washes and rinses body in bath or shower
Dries self after bathing

Brushes teeth
Shaves (if appropriate)
Applies makeup (if appropriate)
Combs and brushes hair
Trims fingernails/toenails
Uses tissue to blow nose
Uses feminine hygiene products appropriately

Cleaning and Laundry

Puts toys away
Make own bed
Clears table after eating (puts dishes in sink and garbage in wastebasket)
Takes out trash
Dusts
Sweeping (inside & outside)
Washes windows or mirrors
Cleans sink Cleans toilet
Washes and dries dishes
Measures soap
Separates clean from dirty clothes
Sorts light from dark clothes
Loads washing machine (knows what setting to use)
Folds clothes neatly
Puts clothing away appropriately
Hangs up clothes neatly

Based on the table shown above, Students D in his dressing, he could do independently and didn't require any help to all items. For the eating and food preparation, he could do independently and didn't require any help in all items except uses a can opener; follows recipe; and uses oven. For the grooming and hygiene, he could do independently and didn't require any help in all items. For the cleaning and laundry, he could do independently and didn't require any help in all skills.

Table 5.e. Strengths ofE's Functional Skills

Students	Activities
E	Dressing:

Removes pants (does not include unfastening)
Puts on pants (does not include fastening)
Puts on socks
Puts on a pullover shirt
Puts on a jacket
Puts on shoes (does not include tying)
Threads a belt
Buckles a belt
Zips up a zipper once it is started
Buttons by self
Starts a zipper
Ties shoes
Hangs up clothes
Puts dirty clothes properly
Wears clothes that are clean and wrinkle free
Selects clothes that fit
Selects clothes that match
Selects age--appropriate clothes
Selects clothes appropriate to weather
Selects clothes appropriate to context

Eating / Food Preparation

Drinks from glass
Eats with spoon and fork
Eats with plate
Spreads butter on bread with spoon
Cuts vegetable with knife
Sets table properly
Clears table properly
Gets own snack
Prepares breakfast
Stir a juice from a pitcher
Makes sandwich
Cooks prepared food like fried egg or fried fish
Uses measuring cups and spoons in a glass of milk
Uses pot in heating frozen foods including snacks
Stores leftover foods properly
Discards spoiled food properly
Puts groceries properly
Identified boxed/canned food using label

Grooming and Hygiene

Uses toilet and toilet paper
Washes and dries hands
Washes and dries face
Talk shower independently
Uses deodorant
Washes and rinses hair
Washes and rinses body in bath or shower
Dries self after bathing
Brushes teeth
Shaves (if appropriate)
Applies makeup (if appropriate)
Combs and brushes hair
Trims fingernails/toenails
Uses tissue to blow nose
Uses feminine hygiene products appropriately

Cleaning and Laundry

Puts toys away
Make own bed
Clears table after eating (puts dishes in sink and garbage in wastebasket)
Takes out trash
Dusts
Sweeping (inside & outside)
Washes windows or mirrors
Cleans sink Cleans toilet
Washes and dries dishes
Measures soap
Separates clean from dirty clothes
Sorts light from dark clothes
Loads washing machine (knows what setting to use)
Folds clothes neatly
Puts clothing away appropriately
Hangs up clothes neatly

Based on the table presented above, Students E in his dressing, she could do independently and didn't require any help to almost all items. For the eating and food preparation, he could do independently and didn't require any help in all items except uses a can opener; follows recipe; and uses oven. For the grooming and hygiene, he could do independently and didn't require any help in all items. For the cleaning and laundry, majority of the items in which he could do independently and didn't require any help.

Table 5.f. Strengths of Student F's Functional Skills

Students	Activities
F	Dressing:

Dressing:
Removes pants (does not include unfastening)
Puts on pants (does not include fastening)
Puts on socks
Puts on a pullover shirt
Puts on a jacket
Puts on shoes (does not include tying)
Threads a belt
Buckles a belt
Zips up a zipper once it is started
Buttons by self
Starts a zipper
Ties shoes
Hangs up clothes
Puts dirty clothes properly
Wears clothes that are clean and wrinkle free
Selects clothes that fit
Selects clothes that match
Selects age-appropriate clothes
Selects clothes appropriate to weather
Selects clothes appropriate to context

Eating / Food Preparation

Eating / Food Preparation
Drinks from glass
Eats with spoon and fork
Eats with plate
Spreads butter on bread with spoon
Cuts vegetable with knife
Sets table properly
Clears table properly
Gets own snack
Prepares breakfast
Stir a juice from a pitcher
Makes sandwich
Cooks prepared food like fried egg or fried fish
Uses measuring cups and spoons in a glass of milk
Uses pot in heating frozen foods including snacks
Stores leftover foods properly
Discards spoiled food properly
Puts groceries properly
Identified boxed/canned food using label

Grooming and Hygiene

Uses toilet and toilet paper
Washes and dries hands
Washes and dries face
Talk shower independently
Uses deodorant
Washes and rinses hair
Washes and rinses body in bath or shower
Dries self after bathing
Brushes teeth
Shaves (if appropriate)
Applies makeup (if appropriate)
Combs and brushes hair
Trims fingernails/toenails
Uses tissue to blow nose
Uses feminine hygiene products appropriately

Cleaning and Laundry

Puts toys away
Make own bed
Clears table after eating (puts dishes in sink and garbage in wastebasket)
Takes out trash
Dusts
Sweeping (inside & outside)
Washes windows or mirrors
Cleans sink Cleans toilet
Washes and dries dishes
Measures soap
Separates clean from dirty clothes
Sorts light from dark clothes
Loads washing machine (knows what setting to use)
Folds clothes neatly
Puts clothing away appropriately
Hangs up clothes neatly

Table 5.f. shows above that Student F in his dressing, he could do independently and didn't require any help to almost all items. For the eating and food preparation, he could do independently and didn't require any help in all items except uses a can opener; follows recipe; and uses oven. For the grooming and hygiene, he could do independently and didn't require any help in all items. For the cleaning and laundry, majority of the items in which he could do independently and didn't require any help.

Table 6 Weaknesses along their Functional Skills

Students	Activities
A	1. uses a can opener; follows written or picture recipe; and uses oven 2. cleans sink and toilet; and loads washing machines 3. plays which involves steps and procedures
B	1.cleans sink and toilet; and loads washing machines 2. plays which involves steps and procedures
C	1. uses a can opener; follows written or picture recipe; and uses oven 2. cleans sink and toilet; and loads washing machines .3. plays which involves steps and Procedures
D	1. plays which involves steps and procedures

E	1. uses a can opener; follows written or picture recipe; and uses oven 2. cleans sink and toilet; and loads washing machines 3. plays which involves steps and procedures
F	1. uses a can opener; follows written or picture recipe; and uses oven 2. cleans sink and toilet; and loads washing machines 3. plays which involves steps and procedures

Table 6 shows that majority of the subjects have the same weaknesses of the different activities of functional skills. The identified weaknesses will be used for the study as to which of those three strategies will be suited to the subjects' functional skills appropriately.

Appropriate Strategies Based on the Identified Weaknesses

In order to identify the most effective instructional strategy, the researcher identified the weaknesses based on the result of the functional skills.

Table 7 Appropriate Strategies Based on the Identified Weaknesses

Strategy/ Condition	Subject/ Action	Materials	Prompt	Condition of Proficiency Level	Condition of Accuracy Level
1.Video Modeling	Student A, 1. uses a can opener; follows written or picture recipe; and uses oven 2. cleans sink and toilet; and loads washing machines 3. plays which involves steps and procedures	can opener brush, soap flash cards, pictures	Visual prompt,	85%	1 time, 100%
2.Video Prompting	Student B, 1.cleans sink and toilet; and loads washing machines 2. plays which involves steps and procedures	Brush, soap Flash cards, pictures	Visual Prompt	90% 90%	1 time, 100% 1 time, 100%
3.Video Modeling	1. uses a can opener; follows written or picture recipe; and uses oven 2. cleans sink and toilet; and loads washing machines 3. plays which involves steps and procedures	can opener brush, soap flash cards, pictures	Visual Prompt,	90%	1 time, 100%
4.Video Chunking	1. plays which involves steps and procedures	flash cards, pictures	Visual Prompt	90%	1 time, 100%
5.Video Modeling	1. uses a can opener; follows written or picture recipe; and uses oven 2. cleans sink and toilet; and loads washing machines 3. plays which involves steps and procedures	can opener brush, soap flash cards, pictures	Physical Prompt	95%	1 time, 100%
6. Video Chunking	1. uses a can opener; follows written or picture recipe; and uses oven 2. cleans sink and toilet; and loads washing machines 3. plays which involves steps and procedures	can opener brush, soap flash cards, pictures	Physical Prompt	95%	1 time, 100%

Based on the tabular presentation shown, the following results are as follows: for Student A, he used Video Modeling as his primary tool. Since he had a mild disability, it was easy for him to perform the target goal using the video modeling. To check the consistency of his performance, he needs to use the Video Modeling. The same interventions were used by Student A as his performance level and the increase of more independence will be expected for him.

For Student B, Video Modeling was primarily used for her. Based on the result, she didn't have the ability to follow the whole target goals viewed by her. The researcher suggested that she is fitted to use Video Prompting which involved the children watch each step or task in the chain and perform the step before moving to the next task.

For Student C, the same as the Student A, her first tool was the Video Modeling. Basically, it was easy for her to perform the target goal using the video modeling. To check the consistency of her performance, she still needs to use the Video Modeling. The same interventions were used by Student C as her performance level was based and the increase of more independence will be expected for her.

For Student D, Video Modeling was his first strategy used. He needs to use the Video Chunking because in her case, she doesn't have the ability to watch lengthy videos. As a result, each step will be shown individually and given other time around since his retention is very low. After the children viewed each step, he or she had a chance to practice and perform the task and receive a feedback before moving to the next task.

For Student E, same with Student A and Student C, they have similiraties as to the performance of functional skill attained. Video Modeling was her first attempt. Yet, still same intervention and that is a need to use Video Modeling. The increase of more independence will be expected for her..

For Student F, Video Modeling was his first strategy used. He needs to use the Video Chunking because in his case, he doesn't have the ability to watch lengthy videos. As a result, each step will be shown individually and given other time around as he requested since his retention is very low.After the children viewed each step, he or she had a chance to practice and perform the task and receive a feedback before moving to the next task. The most effective strategy is Video Chunking where in the skill will be broken up individually for him to perform accurately and independently.

Intervention Activities of Students with Special Needs
The intervention program was designed to enhance and develop the functional skills of children with special needs.

Table 7. Intervention Program of Students with Special Needs

Intervention and Transition Activities	Persons Involved or Responsible Party
Academic: 1. Attend and participate in the intervention and transition Fair for Children with Special Needs 2. Identify at least one source of financial support for post high school activities	Special Educator Parent
Employment Training: 1. Identify one training program for career of choice 2. Participate in school sponsored field trips or site visits to various job sites	Special Educator, Parent, Guidance Counselor, Family Members
Independent Living 1. Participate in school sponsored travel training opportunities 2. Practice grocery shopping skills with adult supervision	Special Educator, Parent, Guidance Counselor, Family Members

Note: All subjects in the study will undergo and will implement this intervention and transition activities which are meanly designed for them.

5. SUMMARY OF FINDINGS, CONCLUSION, AND RECOMMENDATIONS

This chapter reveals the summary of findings, conclusion, and recommendations of the study. This was conducted among six (6) students with special needs from Special Education Class in Luray II National High School (day session).

SUMMARY OF FINDINGS

The results of the data gathered answered the following objectives of the study:

Demographic profile of the six students with special needs studied

Three (3) of the students were youngest, two (2) were the eldest and one (1) was in the middle; all of the students acquired their special needs since birth; three (3) of the students were male and 3 of them were female; and majority of the students' parents were unemployed.

Strengths and weaknesses along their functional skills: for strengths, majority of the students could do independently and didn't require any help to all tasks and skills; and for weaknesses, majority of the students could not do independently and required a full assistance to some of the skills.

Appropriate strategies based on identified weaknesses: three (3) of the students with special needs used the Video Modeling, two (2) of the students used the Video Chunking and one (10 used the Video Prompting. Majority of the students have similar activities to be performed independently; all of the students used visual prompt; majority of the students have 90% as the condition of proficiency level; and all of the students have 1 time with 100% as the condition of accuracy level.

The intervention activities that may improve the student's functional skills, majority of the students have the same intervention and transition activities to be performed independently.

CONCLUSION

Based from the assessment on the condition of Children with Special Needs, the use of the following interventions: Video Modeling, Video Prompting and Video Chunking are deemed very significant in developing the functional skills of the students.

RECOMMENDATIONS

The following recommendations are made which are anchored on the findings and conclusion of the study:

1. That the SPED Teacher may determine the demographic profile of the students with special needs;

2. That the SPED Teacher may identify the strengths and weaknesses along their functional skills;

3. That the SPED Teacher may provide appropriate strategies based on the identified weaknesses; and

4. That the SPED Teacher may propose an intervention activities which might improve the students' functional skills.

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